

Arts & Humanities (AHUM)

Attendees

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TOTAL = 11

Area Technical Colleges = 1
2 Year Institutions = 5
4 Year Institutions = 5

Content Group Proceedings

Part One

Questions to Be Addressed: (the group was asked to frame this within the context of their disciplines and our group discussed both questions simultaneously)

“How will your campus faculty frame discussions of post-secondary readiness?”

“How will you proceed with creating the post-secondary readiness description on your respective campus?”

COMMENTS:

- In Faculty Senate, through a Gen Ed Board, academic standards, curriculum committees, provost/CAO/VPI
- Frame the discussion based on skills (study skills, time management, and personal accountability) or on competencies (reading comprehension, math, and writing)?

- If mandate of public institutions is to serve the people of the state, “how to frame the discussion” rests in the mission of the individual institution.
- Open enrollment institutions have students taking 2-3 remediation courses, plus one or more gen ed. Some never get past remediation.
- What does the student look like who completes remediation course sand successfully moves into true post-secondary curriculum. Do we need a 13th grade?
- Student disposition---Do you want to be here?
- Whatever the definition (description), many of us teach at open-enrollment institutions and will not turn away students who don’t meet it.
- Is this just a reframing of the same expectations we already have?
- The faculty who teach remedials are too often adjuncts and are not included in the discussion on post-secondary readiness. That should change.
- Ultimately, the question is, can a student who graduates from HS and leaves home, then go on and function successfully as an adult? That would encompass “readiness for post-secondary ed and workforce.”

CONSENSUS:

On who should be included in the discussion on what is readiness for HE and workforce:

- HS teachers and principles
- Instructors of remediation courses
- Faculty Senate representatives
- Gen Ed Boards
- Advisory boards (college and discipline-oriented boards)
- Students
- Curriculum councils
- VPIs, CAOs

On how to proceed in creating the description of post-secondary and workforce readiness:

- What do students need to bring on entering college?
- Basic literacy and numeracy
- Skills and dispositions to put that knowledge to use in college curricula/job training.

Part Two

“From your campus (discipline oriented for Arts and Humanities) perspective, what should first time students/freshmen arriving to you campus know and be able to demonstrate in order to meet your description of post-secondary readiness?”

CONSENSUS:

- Verbal/written/reading communication across curricula
- Creativity and critical thinking

- Social and cultural awareness
- Basic study skills
- Personal accountability
- Technical skills (computer usage and application)
- Applied math and science skills
- Ability to extrapolate, synthesize and defend ideas

Engineering and Business

Attendees

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TOTAL = 8

Area Technical Colleges = 1

2 Year Institutions = 5

4 Year Institutions = 2

Content Group Proceedings

What should first time student/freshman arriving at your campus know and be able to demonstrate in order to meet your description or post-secondary readiness?

- Demonstrate reading skills for success in their chosen pathway
- Students read to locate, select, and make use to relevant information from a variety of media, reference, and technological sources.
- Demonstrate math proficiency for success in their chosen pathway
- Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, obstacle reasoning, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.
- Demonstrate writing abilities for success in their chosen pathway
- Student will convey information and ideas for a variety of purposes and audiences with an emphasis on efficiency, clarity using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- Students will write using (basic) skills.
- Demonstrate speaking and listening skills for success in their chosen pathway
- Demonstrate current basic computer skills for success in their chosen pathway
- Demonstrate cognitive reason, problem-solving and decision-making skills.
- Demonstrate awareness global awareness, social responsibility and individual ethics
- Demonstrate personal motivation and work ethics.

English and Writing/Communication

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TOTAL = 14

2 Year Institutions = 7

4 Year Institutions = 7

Content Group Proceedings

“Disjointed” – gtPathways, etc. We have several constituencies to involve. We must involve WRAs at the institutions.

gtPathways – CO1, CO2, now CO3 (writing in any discipline so long as it meets the criteria-the only approved one is history).

We all do standards assessment/assess general education philosophy.

Discussion: Assessment: Accuplacer, mandatory assessment/placement. Most freelance, UNC, no placement test; ACT above 30 exempt. CSU now more selective than before; placement test for ACT 27. Freelance, 9/8th grade level = remediation; incorporate information; freshman composition; 25% prepared.

Developmental Education tries to get them prepared: No major grammatical errors; essay structure – commonly agreed upon. Development, sufficient and specific detail; methods of development (persuasive...can't make out the writing).

Mike – would add rhetorical...can't make out the writing.

Information Literacy/Sources

Critical Reading Skills (Journaling, Note-taking, etc.)

UNC: Parts of Speech, Complete Sentences, Mechanics...rhetorical structures...can't make out the writing...

Disagreement about importance of grammar and basic skills.

UCCS Teacher Ed Person, "our juniors can't write; it's embarrassing".

Disagreement concerning product and process – important to get students to be accountable.

One Person – meeting with Alamosa leaders to discuss this: Critical Thinking, Problem Solving and Creativity.

Writing should be embedded in meaningful contexts not taught in isolation.

Our goals should be:

One: What kind of standards do we want to develop?

Two: What kind of process do we want to develop?

Three: Ways to measure: portfolios, etc and final exam (suggested by FRCC, Accuplacer with placement).

Listserve

-WPAs

-Mike's Website

-ADP

-Committees

-Present to Faculty Senate/All faculty

-Business People

-Have High School faculty be involved

Check: MSC's writing major for business.

Also: 090 standards/Fun to Write

WPA statement/Embedded in Contexts

gtPathways/Individual Voice

Will integrate assessments and methodologies on various campuses (not basic skills but classroom.

Second

-Individual voice/investment

-Tools of Writers Craft

-Embedded in Context/Audience/Interdisciplinary

-Critical reading and information literacy

-Standards of Rigor

2 Year Concerns

- Retention of CC mission
- Lack of vocational (something...) at high school

Vicki will facilitate K-12 and Higher Ed talks

Comments: what are the skills at the end of 090?

4 Year

More varied

- share concerns with CCS/we're no different
- give assistance to students with basic skills
- Teacher Ed: adding a course for students who can't write
- practice or lack thereof is the issue
- teach rhetorical situation from the start and let grammar follow
- writing is situated talking with the right rhetoric
- Putting form and purpose back into writing

Science and Mathematics

Attendees

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TOTAL = 26

Area Technical Colleges = 1

2 Year Institutions = 13

4 Year Institutions = 12

Content Group Proceedings

Results of a Discussion from the Math-Science sub-group who attended the Faculty-to-Faculty conference on Friday Oct. 10, 2008.

The purpose of this particular Faculty-to-Faculty conference is to get started with the directives of Senate Bill 08-212, one of which is for higher-education institutions to arrive at a description of what it means to be “post-secondary and workforce readiness” (PWR). The goal of this subcommittee is to put together a starting-point document for individual institutions to put

together their own description of what it means for a student to be ready to enter their individual institution. The final document will be made with continual discussion between all of Colorado institutions and the Colorado Board of Higher Education ???

Students entering post-secondary education must have the critical thinking, communication, mathematical, scientific maturity, and personal responsibility to be successful at the institutions they choose to enter.

From Senate Bill 08-212,

On or before December 15, 2009, the state board and the commission shall negotiate a consensus and adopt a description of postsecondary and workforce readiness, the state board and the commission shall, at a minimum:

(V) Ensure that, to the extent practicable, postsecondary and workforce readiness requires a student to demonstrate creativity and innovation skills; critical-thinking and problem-solving skills;; information technology application skills

Our group acknowledges content knowledge is important, but that this document is not the place to articulate specific content recommendations. One way institutions may choose to address this is with a statement which indicates that individual institutions may put into place prerequisite requirements or through GT Pathway requirements.

www.cde.org - This is where you can find the Colorado Model Content Standards. Documents provide subject-based lists of what students should know in grade bands.

Critical Thinking

Specific Examples:

- 1) explain math/science reasoning
- 2) construct arguments based on evidence
- 3) ability to pose a question that is answerable
- 4) reason and proof
 - Polya's 4 steps for problem solving
 - Lack of basic logic propagates through the curriculum
- 5) ability to interpret representations (e.g. graphs in newspapers)
- 6) Metacognition
 - What do you know? What don't you know? How will you learn what you don't know

Emphasis on learning process rather than content specifics

Model-based reasoning (ability to apply, abstract, generalize an idea)

Ability to integrate across disciplines

(V) of Bill lists items to consider toward the creation of a “description”

Items we considered:

- life long learners (think also long-distance learning)
 - o reading comprehension
 - o identifying a learning community (which is successful for the individual?)
- Communication (e.g. make and support a written argument, use a computer for communication)
- Connections
- Ability to anticipate and weigh consequences for action or inaction (e.g. not coming to class)
- What are traits of non-successful students
- Basic skills (computation, reading, writing, technological competence and competency)
-

Consider that not a lot is going to happen in the summer. We need to work in term of having a draft ready to the K-12 group before December.

Social and Behavioral Sciences

Attendees

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TOTAL = 15

2 Year Institutions = 6

4 Year Institutions = 9

Content Group Proceedings

Social Sciences

Post Secondary Readiness

Q: What level of specificity do we need to work on?

A: 1. Accuplacer, ACT, SAT scores are in place

2. We need to craft a recommendation issue of subject matter (content) vs. general competencies (skills)

-Issue of accountability once concerns about standards are achieved?

-Issue of content standard execution is raised

Are we paying ... for the same thing (remediation Post-Secondary)

-Suggestion that re-writing the standard isn't the issue, but understanding gap between secondary and Post Secondary is needed

-is there a fund problem with content standards as a model?

Basic Skills or Lack thereof

Soft skills are an issue too

Sitting quietly putting your thoughts after a new experience for college students (big shock) to paper

Do we want a stand alone writing course requirement?

Writing, Writing, Writing and Reading, Reading, Reading

Drafts required! Invite secondary folk to infuse there too

-So what knowledge and skills should be required?

-If we have remediation (and we do) than what we teach in remediation ought to be taught in secondary

**?! -Pull remediation objectives and outcomes into our plan and then our incoming student would be more prepared

-Lets not neglect reading

Q: Why don't secondary students learn these skills- it's a compulsory institution, a total different culture

What is the problem?

Doesn't look like remediation is going away soon: our students (many) aren't coming to college prepared

Are content standards for secondary education too ambitious? And therefore not enough time to focus on reading, writing, and math skills???

E.g. foundation skills in math that are last in the race to conquer calculus in AP in high school

“too much breath....not enough depth”

-how much opportunity do secondary schools have to come to us?

We cannot demand what they cannot possibly provide

WE need to work and play with K-12!

Writing

Summary, analysis, compare and contrast, basic grammar skills

Reading

Identify thesis statement, deploy evidence, and know how to read intelligently

Study Skills

Time management, work and play well together

Organizational Development

Technological Skills (computer competency)

-Be able to think about invisible things

-A set of disembodied facts isn't exactly what post secondary folks need I want our students to come to us with accountability

Raise question:

(-E.g. civics content standards: ought they be rephrased to emphasize underlying process of reading, writing, critical thinking, etc. (is there too much content in there)

-pair content standards down and put focus on competencies over content

-and in there a linkage between content knowledge and competencies?) review needed

Raise ACT scores or at least seriously review them ETC

THE PLAN

With whom do we share this stuff?

Get with Vicki

Deans

Faculty senate (ask them to appoint a committee)

Departments

Open up dialogue with k-12 folks → how?

Tell everybody about the bill

A cacophony is going to ensure (if we bring faculty at large) grade 13?

How about a remedial year?

A specific adult remedial year?

What should the discussion be? –Framing

Review existing instruments/ measurements (ACT,SAT)

Conversations about pedagogy are needed

We aren't remediating content knowledge but skills

SILOS=discipline → history, civics, math, theatre, science, cultural awareness, and note:

There is no sociology or anthropology (how much of this is politically driven? How does this affect secondary student readiness)

The problem is

-readiness for college

-financial issues: it takes \$ to go to college (but this has little to do with college readiness save for the fact that social class and secondary education success are related)

WHAT IS THE NEXT STEP

